|  |  |  |
| --- | --- | --- |
| **Current** | **Suggested Changes** | **Structures** |
| **Unit 1** | | |
| Greet and say good-bye to others |  |  |
| Say how I am and inquire about others |  |  |
| Use common courtesy expressions |  |  |
| Introduce myself and meet others |  |  |
| Ask for and exchange personal information (list: email, phone number, social media, address) |  | What is…. |
| Give my age and ask peers for their age; ask for and give birthdate |  | avoir…ans/ tener  1st & 2nd person |
| Ask and answer questions about where I live, where I am from and my nationality |  | to live, affirmative, negative,  where  adj agreement |
| State where a country (cities/regions for German) is in relation to others |  | prepositions with country  to be être/ |
| Ask and answer questions about likes and dislikes |  | interrogative  affirmative, negative, 1st, 2nd person high frequency  definite articles, sing/pl |
| Ask and answer questions about what I and others like and don’t like to do |  | verb +infinitive  affirmative/negative |
| Ask for and give reasons for likes and dislikes |  | affirmative / negative  interrogatives |
| **Unit 2** | | |
| Define what family means to me |  | vocabulary |
| Identify people I consider family | identify who I have in my family and ask others | to have 1, 2  possessive adj  indefinite articles |
| Describe the people I consider family and describe my role in my family | describe family members and ask for a description of others | to be adj agreement 3rd person sing  poss adj |
| What they are like *(describe others)* | drop this one, combine with above |  |
| The things they do/don’t do *(comment on things others do)* | name and ask about activities that others do | present tense, high frequency  decide irregulars jugar, faire  we, they |
| Compare and contrast practices of my family with those of families from the target culture | compare and contrast my family and the practices of my family with others | comparative?????? |
| Identify & describe common family celebrations/traditions in the target culture in English | not on vocabulary list |  |
| Describe what my family does in my home | not on vocabulary list |  |
| **Unit 3** | | |
| describe activities I do/don’t do on a regular basis | ask and answer questions about activities I and others do  *Comment: need to determine if you want separate functions* ***for need, want, can, have to*** | -high frequence, ar, er, ir  poder, to sleep, to play?????  verb +infinitive |
| describe when activities take place (time/days of the week/months) | state when and how often I do certain activities  *Comment – consider a separate function to discuss schedules, base on other schedules from target culture schools* | adverbs of frequency  ordinal numbers  time – digital, military |
| express what foods I eat and I like/don’t like | ask and answer questions about foods you like and don’t like for different meals  *Comment – probably too much vocabulary on French list, consider more cultural foods, more peronsal choice vocab, group schedule vocab with school schedules and list under next function* | interrogatives – specify  to drink  to eat |
| compare/contrast lunchtime and foods served in schools in TL speaking countries | this function is not on current vocab list |  |
| compare/contrast education and what it represents in various cultures | compare school schedule and systems in target culture(s) | comparative….  “on”  there is, there are |
| describe how I feel at school and react to information |  | estar, adj agreement |
| describe classes from the perspective of a student around the world (including my own) | ask for and give opinions about classes |  |
| describe how my identity is represented at school | describe who I am / how I belong to the school community |  |
| describe expectations associated with school | not on vocabulary list and not needed, there is enough content in this unit |  |
|  | *Comment – this might be a place to add past tense with their activities* |  |
| **Unit 4** | | |
| Say where I am going | ask and answer questions about where I and others are going | to go, interrogative  “to the” |
| Say what I am going to do | ask and answer questions about what I am going to do and when I am going to do it | false future |
| Describe neighborhoods in TL speaking cities and my own | ask about and state what is in or near a city | from the  to live, to be from  interrogatives |
| Describe where places are located in various TL neighborhoods/around town and my own | *Comment – could be combined with previous function, already some overlap of vocabulary* |  |
| Identify/describe weather patterns and seasons in various target cultures and my own | make plans based on weather | faire, estar |
| Describe the clothing & items needed for certain destinations/activities in TL city | name items that need to pack based on a particular destination | to need |
| Make a purchase (inquire about the cost of an item) in a TL country | would drop this one from this unit | interrogative |
| Identify and compare our common practices around town with those of various target cultures | *Comment – this one is tricky and would depend on the exact resources you are using – ie comparing Bollingbrook to a specific French city for similarities and differences* |  |
| Ask about what someone did & say what I did recently (yesterday/over the weekend) | Ask about what someone did & say what I did  *Comment – in this unit the connection to past would be with the city vocabulary, where you went and what you did in different cities and less of their own lives* | past tense |